

# Welcome to Holly Class

Mr Lumsden and Mr de Lange



## The team are showing so many strengths so far:

Positive attitude

Polite manners

Effort in lessons

Super smart uniform

Green choices

### Our VERSE: Voice, Everyone, Respectful, Safe, Effort

At Springfield, we follow these 5 learning and behaviour standards which are drawn from our Commitments and UNCRC Rights Respecting articles.

#### Voice

We use our **voices** to fix problems and stand up for what is right so that everyone feels safe and valued.

#### Everyone

We include **everyone** and respect everyone's rights so that no one is left out and everyone can learn.

#### Respect

We treat everyone with **respect** so that our school is a safe and happy place.

#### Safe

We make **safe** choices so that nothing gets damaged and no one gets hurt.

#### Effort

We make our best **effort** so that we can learn and be proud of ourselves and each other.

We really value working in positive partnership with you.

We are available for brief questions/ information sharing at the end of the day.

If you would appreciate a longer conversation, please book an appointment through [admin@springfield.hackney.sch.uk](mailto:admin@springfield.hackney.sch.uk)

Please update me or Doreen in the office if there are any changes at home I should be aware of.

## Home Reading

Time per day = 20-30 minutes

Distraction-free zone

Signing reading records

*Children may write the name of their book and pages read, we only only ask that an **adult** signs the record*

Expectation for reading aloud/ independently

*Y3+ if your child can read fluently, they may read in their head but you may ask them to read you a page to check in*

Home learning menu - choices across a half-term





Weekly homework

Maths facts and spellings should be practised every day of the week

Spellings:

- 6-10 words to practise in home learning per week
- taught how to spell them in spelling lessons
- spelling check each Friday to evaluate progress

Please support with any spellings children have found tricky in their weekly quiz.

Year 3 Home Learning Menu - Autumn 1						
Subject	Review 	New 				
<b>Humanities</b> 	<p>Make a double-page spread to summarise your learning last half-term about Uganda in geography.</p> <p>Try and include information about:</p> <ul style="list-style-type: none"> <li>-where Uganda is located</li> <li>-the capital city, Kampala</li> <li>-some of the challenges people face in accessing clean, safe water</li> </ul> <p>Can you use maps and a timeline to make the information really clear?</p> <p>Can you add the Ugandan flag to your spread?</p>	<p>This half term, you will be learning all about the Stone Age in history.</p> <p>Find out more here:  <a href="https://www.bbc.co.uk/bitesize/topics/z82hsbk">https://www.bbc.co.uk/bitesize/topics/z82hsbk</a></p> <p>Make something to contribute to your class display. You could try:</p> <ul style="list-style-type: none"> <li>-a timeline of the prehistoric periods</li> <li>- a model of a stone age, bronze age or iron age tool</li> <li>- a model of a hill fort</li> <li>-a model of Stonehenge or Skara Brae</li> </ul> <p>You are also welcome to create something based on your own unique idea!</p>				
<b>Reading</b>	<p>Choose a book you read over the summer and complete the Aidan Chambers <i>Likes, Dislikes, Patterns and Puzzles</i> grid on the other side of this sheet.</p> <table border="1" data-bbox="494 642 801 825"> <tr> <td> <b>Likes</b>  <small>(What did you like about the book? What did you like about the author?)</small> </td> <td> <b>Dislikes</b>  <small>(What did you not like about the book? What did you not like about the author?)</small> </td> </tr> <tr> <td> <b>Patterns</b>  <small>(What did you notice about the language or writing?)</small> </td> <td> <b>Puzzles</b>  <small>(What did you notice about the structure or layout?)</small> </td> </tr> </table>	<b>Likes</b> <small>(What did you like about the book? What did you like about the author?)</small>	<b>Dislikes</b> <small>(What did you not like about the book? What did you not like about the author?)</small>	<b>Patterns</b> <small>(What did you notice about the language or writing?)</small>	<b>Puzzles</b> <small>(What did you notice about the structure or layout?)</small>	<p><b>Oracy task: Time to Talk</b></p> <p>The start of a new year is the perfect time to set goals. Have a conversation with someone at home about targets you are working to achieve this year.</p> <p><i>This year, I aim to be more.../less...</i>  <i>By the end of this half-term, I would like to be able to...</i>  <i>One of my short-term goals is to...</i>  <i>I am aiming to... by...</i>  <i>When I am older, I would like to...</i>  <i>I am reaching high to achieve...</i></p> 
<b>Likes</b> <small>(What did you like about the book? What did you like about the author?)</small>	<b>Dislikes</b> <small>(What did you not like about the book? What did you not like about the author?)</small>					
<b>Patterns</b> <small>(What did you notice about the language or writing?)</small>	<b>Puzzles</b> <small>(What did you notice about the structure or layout?)</small>					
<b>Science</b>	<p>Last half-term in science, you learned all about plants.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zpxnyrd">https://www.bbc.co.uk/bitesize/topics/zpxnyrd</a></p> <p>See if your teammates remember the key knowledge for this unit. Write a ten-question true/false quiz based on what you learned to quiz them.</p> <p>Remember to record the answers on the back!</p>	<p>This half-term in science, you will learn all about rocks and fossils.</p> <p>Explore videos to embed this learning here:  <a href="https://www.bbc.co.uk/bitesize/topics/z9bbkqt">https://www.bbc.co.uk/bitesize/topics/z9bbkqt</a> and complete a range of quizzes to check your understanding.</p>				

# Home learning

Home reading - every day

Spelling - a list per week handed out on a Monday for a low-stakes quiz

Please bring home learning books in on Mondays so we can celebrate what has been done.

Extra reading is always valued and celebrated!

Year 3 – Daily Home Learning: Autumn 1, Week 3				
Spelling		Maths		Reading
		Fact Focus: subtracting mentally through 10		
1.	reaches	1.	15 - 6 =	<b>Expectations:</b> Children read for 20 minutes each day.  <b>Questions to Ask:</b> <b>Fiction</b> What happened in the book? What did the character do? Why? How did the character feel? Why? What do you think will happen next? <b>Non-fiction</b> What did you learn? What's your favourite fact? Why?
2.	reached	2.	12 - 8 =	
3.	reaching	3.	11 - 4 =	
4.	sings	4.	15 - 7 =	
5.	singer	5.	18 - 9 =	
6.	singing	6.	12 - 8 =	
7.	sang	7.	19 - 9 =	
8.	smiles	8.	14 - 6 =	
9.	smiling	9.	13 - 4 =	
10.	smiled	10.	17 - 8 =	





	Practice 1	Practice 2	Practice 3	Practice 4
reaches				
reached				
reaching				
sings				
singer				
singing				
sang				
smiles				
smiling				
smiled				



Spellingframe



# Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Humanities</b> 	Through the Ages: Stone Age, Bronze Age, Iron Age	Visit Scotland	Ancient Egypt	Food and Farming	The Romans	Trip Around Europe
<b>Science</b> 	Rocks and Fossils	Skeletons, Muscles and Nutrition	Flowering plants, growth and cycle	Flowering plants, growth and cycle	Light	Forces - magnetism
<b>Reading</b> 	Jack's Fantastic Voyage (1) The Stone Age NF (1) Grace and Family (1) Hodgeheg (1) Poetry Pie poetry collection by Roger McGough - some performance focus (2)	The Dragon Stoorworm (1) Katie Morag (1) The Owl who was Afraid of the Dark (2) I Wonder Why Spiders Spin Webs (1) The Twelve Dancing Princesses (1)	Storm (2) The Search for Tutankhamun (1) 101 Facts - Ancient Egypt (1) Cherry Moon poetry collection by Zoro Weil (1) Plants (1)	Incredible Insects (1) Flat Stanley (2) The Selfish Giant (1) Home Ground (2)	Aesop's Fables (2) The Emperor's New Clothes (1) I Wonder Why Stars Twinkle (1) Christina Rossetti poetry collection from Literacy Evolve (1)	The Twits (2) Jack and the Beanstalk (1) Jack and the Baked Beanstalk (1) 101 Ways to Save the Earth (1) Hansel and Gretel (1)
<b>Writing</b>  <i>Grammar foci on writing curriculum</i>	Cycle 1: Cave Baby - descriptive narrative  Cycle 2: Jack's Fantastic Voyage - first person narrative  Cycle 3: Stone Age - diary entry	Cycle 1: Dragon Stoorworm - retell with innovation  Cycle 2: Scotland - persuasive brochure  Cycle 3: The Owl who is afraid of the dark - dialogue	Cycle 1: Storm - create mood in narrative  Cycle 2: Egypt - tomb discovery diary entry  Cycle 3: plants - explanation	Cycle 1: Abe and Alba - narrative  Cycle 2: food and farming - explanation  Cycle 3: seed dispersal - explanation	Cycle 1: Aesop's Fables - dialogue  Cycle 2: Romans - explanation  Cycle 3: Matilda/ Jim - letters of advice	Cycle 1: The Twits - character description  Cycle 2: Jack and the Beanstalk - build suspense in narrative  Cycle 3: 101 Ways to save earth - guide
<b>Spelling</b> 	Spelling Y2 objectives + units 1-5	Spelling Review + units 6-10	Spelling Review + units 11-14	Spelling Review + embed and deepen units 1-5	Spelling Review + embed and deepen units 6-10	Spelling Review + embed and deepen units 11-14
<b>Art/DT</b> 	Art Painting	DT Structures Shell Structures	Art Printing	DT Mechanical Systems	Art Textiles	DT Cooking & Nutrition Healthy & Varied Diet
<b>RE</b> 	What is special about Guru Nanak?	What can we learn from the Christian Bible?	Who are the Jews?	How do the features of a mosque help Muslims to pray?	Why do believers go on Pilgrimage?	

# Curriculum Highlights



**History:**  
**Stone age to Iron Age**  
*Paleolithic to neolithic*  
*Differences in lifestyle*  
*Cultural changes*

*Narrative description*  
*Diary entries*



**Art - Cave paintings**  
*Paleolithic cave paintings*

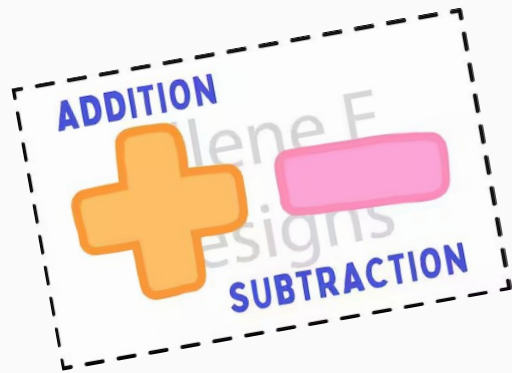
*Making paints out of natural resources*

*Mark Rothko*

**Computing**  
Online safety  
Networks and the internet



# Curriculum Highlights



## Maths

Subitising

Adding and subtracting  
across 10

Numbers up to 1000



## Science

Rocks and fossils

*Trip to Natural History  
Museum: Dino Dig!*



## Music

Reading notation

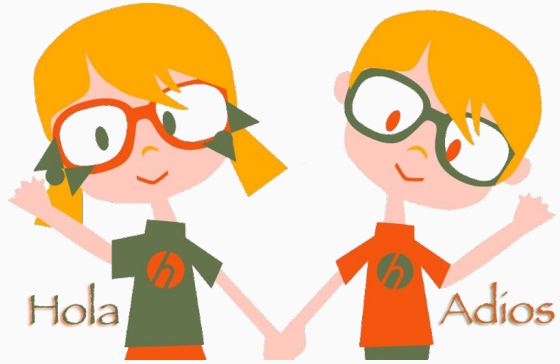
Rhythm and tempo

## PSHE

Families and relationships



# Curriculum Highlights



## Spanish

Spanish speaking countries

Greetings



## PE

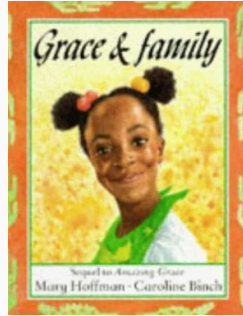
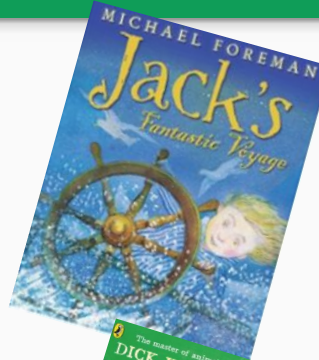
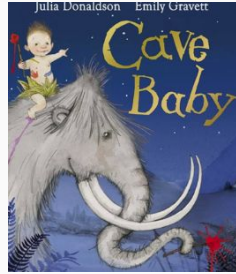
tennis

# Curriculum Highlights



**RE**

What is special about Guru Nanak?

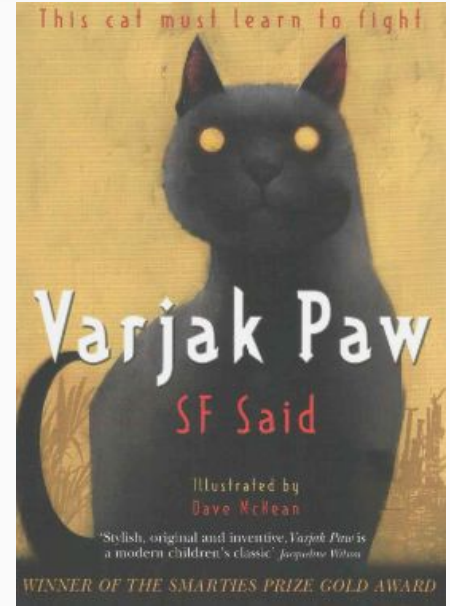
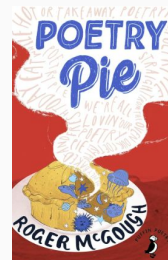


**Reading Lessons**

Fiction

Non-fiction

Poetry



**Reading Spine**

Clockwork



English History Geography Religion Science More Library Store Help Sign in

Safe search

## History

### Ancient history

The image displays a grid of eight educational book covers, arranged in two rows of four. Each cover features a central illustration related to the topic and includes the title, author/publisher information, and a small logo for 'Curriculum Visions' or 'Academy'. The books cover a range of ancient civilizations and periods, including the Stone Age, Sumer/Baghdad, Aztec/Maya, Celtic times, Native Americans, Egyptians, Greeks, and Romans in Britain.

<p>Curriculum Visions</p> <h3>The Stone Age</h3> <p>Academy</p> <p>LESSONS</p> <p>Stone Age</p>	<p>Curriculum Visions Explorers</p> <h3>Exploring the first civilisations</h3> <p>Sumer/Baghdad</p>	<p>Curriculum Visions Explorers</p> <h3>Exploring the Maya Empire</h3> <p>Aztec/Maya</p>	<p>Curriculum Visions</p> <h3>Celtic times</h3> <p>Celtic times</p>
<p>American Learning Library</p> <h3>Native Americans</h3> <p>Native Americans</p>	<p>Curriculum Visions</p> <h3>The ancient Egyptians</h3> <p>Academy</p> <p>LESSONS</p> <p>Egyptians</p>	<p>Curriculum Visions</p> <h3>The ancient Greeks</h3> <p>SECOND EDITION</p> <p>Greeks</p>	<p>Curriculum Visions</p> <h3>The Romans in Britain</h3> <p>Academy</p> <p>10 EDITION</p> <p>BOOK</p> <p>LESSONS</p> <p>Romans</p>

# Our weekly timetable

## Split timetable

	8.45 - 9.00	9-9.20	9.20-9.30	9.30-10.30	10.30-10.45	10.45-11.45	11.45-12.45	12.45-1.45	1.45-2.30	2.30-3.15	3.15-3.30	
Monday	S o f t a r t	A s s e m b l y M a t h s i n t e r v e n t i o n s	Spelling	Maths	B r e a k	Reading	Writing	L u n c h	Computing	Humanities		
Tuesday 12th Sept			Spelling	Maths		Reading	Writing		1.45-2.45 Handwriting/RE	2.45-3.25 Spanish	Reading spine	
Wednesday			Handwriting	Maths		Reading	Writing		PE			
Thursday			Handwriting	9.30-10.15 Music		Spelling?	Reading		Writing	Maths	Humanities	Reading spine
Friday			Handwriting	Maths		Spelling	Humanities		11:50 - 12:45 Singing project/ Writing	Art		Reading spine

PE: Wednesday  
Spanish: Tuesday

Reading book change: Wednesday  
Spellings quiz and new spellings: Mondays

Fruit/veg can be brought in daily for breaktime snacks



Please avoid:

- single-use plastic
- very large/heavy bottles
- spray or smell functions
- body straps
- expensive/very precious bottles - accidents happen



# Snacks

Fruit

Please no packets

Tupperware for re-use if chopped fruit

No nuts

# Acceptable Use - please read and sign

September 2024

Dear Parents and Carers,

Springfield Community Primary School regularly reviews and updates all Acceptable Use documents to ensure that they are consistent with the school Online Safety and Safeguarding and Child Protection Policies. We attempt to ensure that all students have good access to digital technologies to support their teaching and learning and we expect all our pupils to agree to be responsible users to help keep everyone safe and to be fair to others.

**Your child will be asked to read and sign an Acceptable Use Policy in school that is tailored to their age. Please read this carefully with your child at home to support the key messages.**

**Please also read and sign the agreement below for you as a parent or carer and return to your child's class teacher.**

## **Internet and IT:**

As the parent or legal guardian of the pupil(s) named below, I grant permission for the school to give my child access to:

- the internet at school
- the school's chosen email system
- Google Classroom
- IT facilities and equipment at the school

I accept that ultimately the school cannot be held responsible for the nature and content of materials accessed through the internet and mobile technologies, but I understand that the school takes every reasonable precaution to keep pupils safe and to prevent pupils from accessing inappropriate materials. I understand that all internet and device use in school is subject to filtering and monitoring; I understand that all school-owned devices used outside of school may also be subject to filtering and monitoring, and should be used in the same manner as when in school.

## **Use of digital images, photography and video:**

I understand the school has a clear policy on "The use of digital images and video" and I support this. I understand that the school will necessarily use photographs of my child or including them in video material to support learning activities. I accept that the school may use photographs / video that includes my child in publicity that reasonably promotes the work of the school, and for no other purpose.

# Your child's Acceptable Use agreement - explained and signed in school and a copy shared with you

KS1

This is how I keep <b>SAFE</b> online:	✓
1. I only use the devices I'm <b>ALLOWED</b> to	
2. I <b>CHECK</b> before I use new sites, games or apps	
3. I <b>ASK</b> for help if I'm stuck	
4. I <b>THINK</b> before I click	
5. I <b>KNOW</b> people online aren't always who they say	
6. I don't keep <b>SECRETS</b> just because someone asks me to	
7. I don't change <b>CLOTHES</b> in front of a camera	
8. I am <b>RESPONSIBLE</b> so never share private information	
9. I am <b>KIND</b> and polite to everyone	
10. I <b>TELL</b> a trusted adult if I'm worried, scared or just not sure	

My trusted adults are \_\_\_\_\_ at school  
 \_\_\_\_\_ at home and \_\_\_\_\_

My name is \_\_\_\_\_

KS2

## KS2 Pupil Online Acceptable Use Agreement

**This agreement will help keep me safe and help me to be fair to others**

- **I am an online digital learner** – I use the school's internet and devices for schoolwork, homework and other activities to learn and have fun. I only use sites, games and apps that my trusted adults say I can.
- **I am a secure online learner** – I keep my passwords to myself and reset them if anyone finds them out.
- **I am careful online** – I think before I click on links and only download when I know it is safe or has been agreed by trusted adults. I understand that some people might not be who they say they are, so I should be very careful when someone wants to be my friend.
- **I am private online** – I only give out private information if a trusted adult says it's okay. This might be my home address, phone number or other personal information that could be used to identify me or my family and friends.
- **I keep my body to myself online** – I never change what I wear in front of a camera and remember that my body is mine and mine only, and I don't send any photos without checking with a trusted adult.
- **I say no online if I need to** – if I get asked something that makes me worried or upset or just confused, I say no, stop chatting and tell a trusted adult.
- **I am a rule-follower online** – I know that some websites and social networks have age restrictions and I respect this; I only visit sites, games and apps that my trusted adults have agreed to.
- **I am considerate online** – I do not join in with bullying or sharing inappropriate material.
- **I am respectful online** – I do not post, make or share unkind, hurtful or rude messages/comments and tell my trusted adults if I see these.
- **I am part of a community** – I do not make fun of anyone or exclude them because they are different to me. If I see anyone doing this, I tell a trusted adult.
- **I am responsible online** – I keep others safe by talking to my trusted adults if a friend or person I know is being bullied or harassed or is worried or upset by things they read, watch or hear.
- **I don't do public live streams on my own** – and only go on a video chat if my trusted adult knows I am doing it and who with.
- **I communicate and collaborate online** – with people I know and have met in real life or that a trusted adult knows about.
- **I am SMART online** – I understand that unless I have met people in real life, I can't be sure who someone is online, so if I want to meet someone for the first time, I must always ask a trusted adult for advice.
- **I am a creative digital learner online** – I don't just spend time online to look at things from other people; I get creative to learn and make things! I only edit or delete my own digital work and only use other people's with their permission or where it is copyright free or has a Creative Commons licence.
- **I am a researcher online** – I use safer search tools approved by my trusted adults. I understand that not everything online can be believed, but I know how to check things and know to 'double check' information I find online.

**I have read and understood this agreement. I know who are my trusted adults are and agree to the above.**

Signed: \_\_\_\_\_

Date: \_\_\_\_\_